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DECEMBER, 1950



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think on the Christ at Christmas time
thinks invariably of a little child
with all his faith, his hope, and his
unselfish eagerness. The artist, Gib
Crockett, has caught this spirit in
his picture which we have been per-
mitted to use as the cover for this
issue.

These things, and more, we wish
for you!

L.V.R.

ARIZONA Teacher-Parent

Official Publication of ARIZONA EDUCATION ASSOCIATION

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A Member of the
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AMERICA

ARIZONA TEACHER-PARENT

The Teacher's DESK

MEANS and ENDS

"Dare we in our times speak of ethical principles except as ancient fossils?" (Attributed to a minor philosopher of Nero's days.)

* * *

A common principle ran through Nazi and Facist policy and action: *The end justifies the means.* Today the same principle characterizes the policy and action of Communism.

The end justifies the means! By this it is meant that if, in the minds of those who set about to accomplish something, success is imperative, then *any* means to that end is as justifiable as the end sought is imperative.

If the thing sought is worthy, according to the rules of social decency and need, the means employed to accomplish the end will tend to be as decent as the goal which is sought.

But—if the end sought is out of tune with social decency and need, the seeker of the goal will be Machiavellian, they will use methods of the "blood and bone" of the goal sought. In other words, if there is a principle in social ethics which has held up consistently it has been this one: *The moral value of the goal sought sets the moral climate for the methods used in achieving the goal.*

We should not be surprised, therefore, to find selfish groups in convenient alliances promoting or resisting change with the use of such tactics as these:

- (1) Assigning motives to the opposition which have no basis of fact.
- (2) Throwing red herring into public argument which have nothing to do with the real issues and which are intended, of course, to confuse the unwary.
- (3) Concocting and publicising falsehoods which, because many people are uninformed, are accepted as true.
- (4) Making personal attacks upon people who represent the opposition
- (5) Circulating false rumors.
- (6) Appealing to the worst in man — his hatreds, selfishness, and bigotry.
- (7) Exploiting people's fears and civic apathy.

The employment of means requires the same ethical restraints as the formulation of ends—that is, if ethical behavior is to be considered at all. In that case, we have only the struggle of beasts of the jungle where power alone is the law.

Organizations and institutions are created by people to establish, preserve or change elements of the social order. They are the practical machinery of social action.

(Means and Ends, page 33)

ARIZONA Teacher-Parent

Official Publication of ARIZONA EDUCATION ASSOCIATION

Devoted to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and of America.

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STATEMENT OF POLICY: As the official publication of the Arizona Education Association, the *Arizona Teacher-Parent* is dedicated to the interests of public education and to the profession of teaching, with the supreme purpose of promoting the welfare of the youth of Arizona and America. The *Arizona Teacher-Parent* will attempt to present only such material as has a wide appeal or answers a known specific need. • To this end the Editorial Board of the *Arizona Teacher-Parent* encourages reader contributions that meet the above requirements reserving however the right of editing or rejecting such contributions. Viewpoints expressed by authors are their own and not necessarily those of the Association.



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NEA TRAVEL SERVICE announces that Christmas tours have been designed for the normal nine day holiday and are all directed South. They include New Orleans and the Gulf Coast, Bermuda and Florida. Those interested should contact the NEA Travel Division in Washington, D. C.

THE NATIONAL COMMISSION ON TEACHER EDUCATION AND PROFESSIONAL STANDARDS has announced a Southwest Regional Conference which will be held in Phoenix on January 19 and 20, 1951. Dr. Ralph McDonald, Executive Secretary of the Commission, will be in charge of all arrangements.

THE AMERICAN ASSOCIATION OF SCHOOL ADMINISTRATORS will meet in Atlantic City, February 17-22. Among many interesting features will be one of the largest commercial exhibits ever held in connection with this convention. Many other groups have scheduled meetings during the convention period. (See calendar, page 35.)

THE ANNUAL SOUTHWESTERN REGIONAL CONFERENCE OF THE NEA DEPARTMENT OF CLASSROOM TEACHERS will be held in Denver, Colorado, on March 16-17, 1951, under the leadership of Mrs. Nell Wilcoxon of Phoenix. The theme will be "Individual Responsibility — United Success." The conference is designed for the training of local leaders. States participating are: Arizona, California, Colorado, Nevada, New Mexico, Utah and Hawaii.

THE ANNUAL CONVENTION OF THE ARIZONA EDUCATION ASSOCIATION will be held in Tucson on April 6 and 7. Arrangements will be made by the incoming AEA Executive Committee.

INTERESTED IN STUDYING SPANISH IN MEXICO? If so, you should remember the Summer Session, July 2 - August 10, 1951, at Saltillo Coahuila, Mexico. Total cost, including board and room, \$225. For details write to Donald M. Custer, Box 413, Salida, Colorado.

EPC TO ISSUE NEW POLICY STATEMENTS. Two new policy statements will be issued early in 1951 by the Educational Policies Commission of the National Education Association. The first will deal with the role of the schools in national security while the second will seek to encourage the movement of citizens' organizations in support of public education. Two other Commission statements scheduled for publication in 1951 are **Moral and Spiritual Values in the Public Schools and Education for all American Adults.**



On Our AEA Way

By WALTER MAXWELL
AEA Executive Secretary

AMENDMENT 102 IS LOST. The School Equalization Amendment took a beating at the general election on November 7, apparently a victim of the "Vote NO on Everything" campaign. The outcome came as a surprise to many. Numerous persons opposed to Amendment 102 had voiced the opinion that the measure had "a good chance."

Samplings of voter opinions taken about two weeks before the election in Maricopa and Pima Counties revealed considerable indignation over the "Vote NO on Everything" line of the *Arizona Republic* and *Phoenix Gazette*. But it is apparent now that many thousands of Arizona voters followed this course—even tho they resented being told to do so by their newspapers. No doubt many persons were overwhelmed by the 13 proposals on the ballot, several being very complex and many times as long as Amendment 102. The sweeping effect of the No vote is shown in the fact that not one of the 13 measures was approved. The referred amendments sponsored by the Arizona Bankers Association to eliminate double liability of bank stockholders went down with the others, despite the fact that considerable money had been spent on its promotion and no opposition to it had been voiced during the campaign.

The effort for Amendment 102 achieved a new high in cooperation among citizen-taxpayer groups, Parent-Teacher Associations and school people. The great effort made on behalf of the measure by the members of the Arizona Citizens Committee for Equalization of School Taxes, the State Council for Equalization of School Taxes and other citizens' groups is a tribute to those who originally sponsored Amendment 102 and helped to place it upon the ballot. Many such citizen-taxpayers have indicated since the election that they will continue to work for the things embodied in the tax equalization measure. As one man expressed it, "I've just begun my own campaign for 'Amendment 102' in 1952!"

Regrettable as is the defeat of Amendment 102, the campaign for it brought a new enlightenment on school finance problems to hundreds upon hundreds of teachers and to many thousands of Arizona voters. It seems unlikely that they will forget what they have learned, especially with the inequities in Arizona's tax structure becoming more and more glaring as the days go by.

There are indications, too, that many more members of the Arizona State Legislature have been awakened to the need for tax equalization. Their constituents have been aroused by the facts and figures brought forth in the Amendment campaign. It has become apparent to many, in the few days since the election, that the defeat of Amendment 102 solved nothing. The basic problem remains: The local school tax is in many ways the most unfair tax there is. In districts where there is little wealth per child, tax rates are terribly high. In the wealthier school districts of the state, tax rates are comparatively low. This means that the people who are least able to pay are taxed the most—and those most able to pay are taxed the least. It is this simple but important fact that may yet cause the State Legislature to move in the direction of tax equalization—if the Amendment 102 campaign actually educated a good big segment of Arizona voters on the real facts of the school tax situation.

NEW AEA BUILDING NOW READY. The new and permanent home of the AEA may be ready for occupancy by the time this issue of your journal is actually in your hands. The new street address will be: 3636 North 15th Avenue, Phoenix. Members will enjoy visiting their new professional home; and they should take the opportunity to do so whenever they are in its vicinity. Each member will feel a quickening sense of proprietorship as he (or she) is welcomed to the new and spacious Association headquarters—reception room, records and accounting office, offices of the expanded AEA Group Insurance Plan and the handsome conference room. It is planned to have a formal dedication and open house at some time in the near future.

PRESCOTT CONFERENCE ON PROFESSIONAL STANDARDS. On Saturday, November 4, one of the most significant conferences in many months was held in Prescott by the AEA Committee on Professional Standards. Responsible for planning and arranging the meeting was Chairman Clarence Fishburn of Casa Grande. Intensive consideration was given to key problems in planning and putting into practice a successful program of in-service training. In attendance at the conference were Dr. Agnes M. Allen, AEA President, members of the AEA Committee on Professional Standards and selected teachers and school administrators.

TWO DAYS - - In Your AEA Office

Purely editorial - - -

Let's reserve this column for the members of the AEA who have a thought they would like to share with other members. Your editor has supplied this column as a starter. Let's keep it going with your letters to the editor. The next issue will come from the press on March 1.

THE MORNING OF NOVEMBER 7 dawned much as any other day in Arizona, balmy, sunny, and altogether perfect. There was however a certain tenseness about the atmosphere as the employees filed into the office with a somewhat grim, determined step and an expression which bespoke the phrase "the job is done." They silently radiated the fact that now there was nothing left to do but quietly await the passing of the crisis and the pronouncement of the verdict.

For days the rooms had been filled with the drum of politics. The telephones had all but jangled from their sockets as messages of protest, condemnation, commendation, and seeking of assurances had poured forth. Rebukes and encouragements alike had been their lot. Now the testing time had arrived. Had all the effort, the long hours of endeavour been in vain?

All day long the typewriters clicked continuously as though the rhythm came from a heartbeat. The phones rested quietly on the desks. It was that final desperate hour when all the effort which had been poured out in behalf of a cause seemed to be suspended in mid-air. It was as tho a life hung in the balance. Each worker simulated an air of casualness which misled no one. The unspoken question behind the lips of each was, "Will '102' make the grade?"

Five o'clock came and the chimes in the church around the corner sounded the signal to close shop. With reluctance, the desks were cleared, the typewriters were placed in their nooks, and preparations were made to lock the doors. Still the employees tarried. It was as though they wished to stay near the scene of their labors, to hear the verdict together. But each went his way with his uppermost thought unspoken.

* * * * *

"GOOD MORNING!" rang the words across the office as one employee greeted another on that memorable morning of November 8. Perhaps the tone, a little too cheerful, spoke the question in the mind of each, "What happened?" It just couldn't be true that the voters of Arizona had said "No" to tax relief. Yet somehow they knew; the trend had been conclusive since the early counting hours. The VOTE NO psychology had worked. The smear campaign had left its mark.

But why do we pause to look backward? There's work to be done. And, the AEA Staff set about the new day with a new determination. Boxes were being packed and preparations were in the making for a move into the new home of the Arizona Education Association. Typewriter keys leaped back and forth as they prepared committee reports for the Annual Delegate Assembly which would determine a new pattern of action for the coming year.

Yes, a task is done, a new one begun.

L.V.R.

The CHILD in AMERICA

Doctors, psychologists, and other experts looked at child life and had this to say:

Who is helped? Spanking is harmful to the child but probably helpful to the parent because it relieves the adult's tension. And, "is better to spank than to nag a child." (Dr. John C. Montgomery, Detroit pediatrician.)

Team of helpers: Effective treatment of a pre-school youngster's psychological problems may require the services of a team of specialists, ranging from pediatrician to social worker and an investigation of his parents' private lives back to their courting days. (Dr. Nathan W. Ackerman, New York City.)

The wisdom of Gessell: Here are some of the stages of development from 5 to 10 years in the life of a child:

5 years—Conservative, "consolidating his gains."

6 years—"Has some atomic characteristics . . . makes thrusts in different directions." He has trouble adjusting his personal relations with his family and his teachers.

7 years—"The eraser age—rubbing out and doing better . . . he may even slip the eraser into his pocket and then you've got an ethical problem."

8 years—"A catalog from the mail order house becomes a magic carpet."

9 years—New interest in skills and ideals.

10 years—Reads the headlines and "if he is growing up in an alert family, those headlines will be discussed." Ready for hero worship. (Dr. Arnold Gessell, child expert.)

Kindness needed: The child cannot feel kindly toward other people, and want to behave kindly in relation to them, unless he has had the experience of kindness himself. If his parents leave him feeling insecure, he continues to show his need in shyness or aggressiveness, in being too dependent on his mother, or in homesickness, or in marriage difficulties when he is older. (Olive John Morgan, and others, in a pamphlet, *Parents Responsibility in Character Development*, published by the General Federation of Women's Clubs.)

To save the eyes of children: The use of brown desks, dark-colored walls, and off-white ceilings tends to hide dirt but they do not help the eyes of children. Classroom walls should be painted with pastels and the ceilings should be real white. Further, desks should be in ivory or light tan colors in order to provide proper contrast for white paper. (Dr. Darell B. Harmon, eyesight specialist.)

Flight 101

By MISS MARJORIE ROBINSON



Marjorie Robinson

This delightful article is a MUST on your reading list. In it Miss Robinson has shared a feeling, a sixth sense, of what she saw and heard in Europe when on the trip with the Flying Classroom. She points out that Marshall Plan Aid has totaled about \$11 billion since 1948 and that it will be discontinued in 1952. U. S. income from goods and services last year amounted to about \$263 billion. (Miss Robinson is president of the AEA Department of Classroom Teachers and head of the English Department at Tucson Senior High School.)

"FLIGHT 101 — London to New York. Passengers report to Airway Terminal, Buckingham Palace Road near Victoria Station at 6:15. Take-off at 8:00 P.M. . . " I was hearing the familiar instructions for the last time. Weeks ago the announcement had been in French, then in Italian, German, all Scandinavian languages, and now for the final flight in English, British English. The European Flying Classroom's study tour of eleven Marshall Plan countries had ended late in May. After remaining in England two months longer, I was going home.

23,000 feet above the Atlantic is almost no place at all. (It seems strange to cross an ocean twice and never see the water.) But at that altitude of no-landmarks, no-local-stations, no-stars, there is just position. The unchanging motor hum and vibration become part of the unit identity shared by you and the young woman who is to be your seat-mate (she doesn't look like a teacher), together with the stewardess, the tired children for whom berths are made up, the suspended family quarrel across the aisle—all of us here. Not really up nor down, just here. The other passengers will remain anonymous, probably unseen. One doesn't move about much in planes. On a night flight there isn't much conversation. Just a few hours and it is all over. Good.

But meanwhile this evening there is business to handle, the air hostess says. May I re-check your landing documents, please? Surely you haven't misplaced your passport! Health certificate? Small-pox vaccination? Typhoid and typhus immunization? Re-entry permit? Your ticket again, please? All check. Then here is your United States Customs Baggage Declaration. Fill it out carefully. All the blanks. Better make a duplicate. Read the instructions on the back. If you omit any . . .

And so, 23,000 feet up somewhere your ball point pen makes a personal record for U. S. Customs while your mind twists back to touch the dozens of refer-

ences to Customs restrictions which invariably enter discussions of the Marshall Plan. One of the goals of Marshall Plan strategy was to encourage economic unity in Europe, an integration of the European economy. Trade restrictions, customs duties, tariffs, quantitative allotments, dual pricing, all are part of the complicated patterns of continental Europe's economy.

The American tradition of mass production—

produce as much as possible
to sell at as low a price as possible
to as large a market as possible

has little in common with the old European formula:

produce as little as possible
to sell at as high a price as possible
to a market freed from competition by cartel agreements.

177 million Europeans need another pair of shoes, but their needs are not the market which European industrialists have ever cultivated. Communists are quick to exploit that point, with its hundreds of similar illustrations.

* * * *

ECA Missions assured us progress is being made on a liberalized program of customs regulations. Over 400 items have already been released, and a basic 20 others are receiving determined study. But there is also the American angle. What about our tariffs? Will the American public believe that a comparatively small increase in imports would do much toward closing the "dollar gap"?

"Europe cannot earn her living without a colossal foreign trade" is more than a truism. Colonial empires are gone. Eastern European markets are closed to

those who chose American aid and the West. Should the United States lower tariffs, allowing Marshall Plan countries to export to us enough goods to pay for their import from the dollar area? If the dollar gap cannot be closed by normal trade methods, what then? Lose the cold war? Are we losing it anyway?

"But your American Customs regulations!" a Belgian had cried in bewildered exasperation during an informal conference. "Why, if you don't want Belgian bricks, must you require that every Belgian brick entering your country be stamped in black letters BELGIUM—and further require such bricks, when used, to be placed with the name side on the *outside* of the structure? Would it not be more courteous just to prohibit importation of Belgian brick?" In the name of international relations he seemed to have a point.

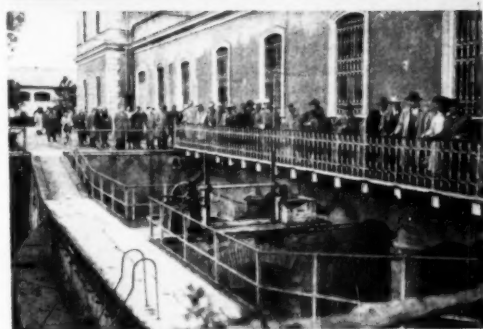
"Is that Belgian brick situation really true?" I later asked an economics consultant from Michigan State.

"I wouldn't be surprised," he answered. "Our customs regulations fill a book the size of the Chicago telephone directory. And finished products come in for minute scrutiny. A fellow worked for six months to get an English suit out of Customs. They had to establish the exact percent of silk or rayon in the lining to decide on what basis, if any, it might enter the country. And if a handkerchief is trimmed with lace . . ." There was another example: handmade lace from France has no competition from similar manufacturers here. Yet there is a 60% import duty on it.

Flight 101 drones on. Seat-mate seems to have finished her Declaration. What next? Ah yes, the French lace, which brings to mind a certain French purchase for declaration: Perfume—\$3.50. An unexpected purchase, that perfume. While waiting at the Paris airport for the Rome-bound plane, we suddenly recognized Franchot Tone at a table by himself looking forlorn and showing his age. Even so, some gaga teen-ager might like his autograph if Aunt Marjorie could get it. But an autograph on what? So the Chanel No. 5 was bought at a gift counter (which the French astutely place at each turn of the American tourist elbow) and moments later the inked-up box was stowed away. Regrettable, perhaps, that the idea was adopted by so many women, poor F. Tone. More regrettable still it was to discover the stuff wasn't No. 5 at all, but Channel's Gardenia. Ah, France!

Paris had been the first stop for the European Flying Classroom. There as in ten countries to follow, we were briefed at the American Embassy, lec-

(Flight 101 — page 24)



Pictures from top to bottom show: Flying Classroom leaving Idlewild Airport; group at Goethe University, Frankfurt; a visit to a pumping station; a visit to a cooperative farm project in France.

HUMANITY NEED NOT ABDICATE

By JAIME TORRES BODET,
Director General of UNESCO



WISDOM AND BEAUTY are the twin arches of that invisible bridge which leads from the individual conscience—ever rebellious against its destiny—to man's collective conscience, ever in search of general progress. Dante in his Divine Comedy confirms it for us: for free men the longing for the lost fatherland is but the aspiration to another fatherland that may always be won—humanity itself.

We are not so arrogant as to conceive UNESCO's mission as a substitute for the original creative mission of educators, artists, poets, and scholars. If UNESCO should attempt to sap the originality and individuality of the different national cultures, it would be unfaithful to its very origin, born as it was of a free covenant in which the representatives of the Governments strove to speak on behalf of the peoples. The clear intent is to serve the creative minds among mankind by putting them in more direct relation with the problems of the masses, and at the same time to serve those masses, who, in the longing of their unsatisfied needs, aspire towards education, and through it towards freedom . . .

There is no UNESCO science, no UNESCO art, no UNESCO philosophy. But there are many dark places among men; to light up these places requires a joint effort on the part of all the different countries; a faith which no individual State can furnish, a truth of which no State is the sole repository, a wisdom and knowledge which no one single State possesses.

What can UNESCO do?

Our greatness will lie in serving. But how? What can fifty-six assembled countries do to strengthen peace by means of education, science, and culture?

First of all, countries can regularly exchange information, and can agree simultaneously to take the most effective measures to surmount or remove obstacles to the free flow of culture.

Again, they can study and try out together the various modern means of helping men to participate actively in the progress of the international community. They can undertake together to further all steps which may help educators to form citizens conscious of their rights and yet equally conscious of their duties towards their fellow-men of every nation, language, race

and religion.

Above all, they can infuse a spirit of justice and concord in their domestic and foreign policies, so that there may prevail between peoples and governments that atmosphere of mutual confidence which is essential for peace.

Fear can corrupt education

Fear can corrupt the very aim and essence of education and of research. It can distort them entirely to meet the demands of another War. It can transform these factors of peace into instruments of hate and destruction. It is of the most fundamental importance that governments should do everything that lies within their powers, to fight against the obsession of war, to act as members of UNESCO not only when they speak at UNESCO, but also and still more when, outside the Organization, they are making decisions with regard to all those questions which may effect our aims and ideals.

If, education does not provide equality of prospects to all men and women—the same men and women who, on the political plane guarantee collective security with their lives—then collective security will rest upon bases which are fundamentally unjust, and therefore unstable and precarious. So that

all countries may provide this equality, there exists a sacred duty of reciprocal help, on some aspects of which UNESCO has already made a beginning.

Our authority is only of a moral character. It cannot by itself produce the political and economic decisions which could limit armaments and halt preparations for war. The path which is set for us is assuredly long and hard.

Far from discouraging us, the difficulties of the present hour should rather strengthen our resolve. Are not freedom of the individual, and respect for the dignity of man, the very bases for the system set up by the United Nations? Without the support of the common will of all the peoples of the world, peace would be no more than a truce, under constant threat of new conflagrations.

Our work does not lie in the domain where diplomats erect the legal groundwork of peace. We are dealing with the very stuff of culture. Yet, will culture ever be separable from the political and social circumstances which condition it? For us peace is not something taken for granted, international understanding is not a postulate. On the contrary, we regard both one and the other as the result of a series of efforts which must be combined and harmonized, so as to satisfy the longing for justice which burns in man.

UNESCO must defend peace now

In several respects the situation today is worse than that which faced the world at the end of the first World War. Never, in time of peace, has travel been so necessary and physically so easy, yet administratively so cumbersome and difficult. The frontiers, closed with barbed wire in the war, are still dotted with firmly entrenched customs posts and wearisome controls of currency and passports. Before, it was the armaments merchants who were suspect; now even scholars and poets are regarded with mistrust. Everywhere we see conflict between ideologies which consider



This poster by a boy in India was entered in UNESCO's competition for school children in its member states.

themselves irreconcilable. We are trying to remove from children's history books a few trendentious pages, a few prejudiced versions of events. Yet we show no particular alarm when we see grown-up people applauding in the newspapers and on the screen, in books, or on the stage, everything that flatters nationalist self-esteem, even though it must wound the answering sensibilities of other nations.

UNESCO, in carrying out its mission of peace, must mainly focus upon the future. The deeper it enters into its tasks, the more time will it take to show results; for the habits of thought and feeling, which are the substance as well as the instruments of its activity, call for patient and difficult adaptation. But are we sure that we have all the time we need? The future is child of the present. If we stand aside today, we shall forfeit the authority to win acceptance for our ideal tomorrow.

For a fellowship of free men

Unless it is accompanied by social progress, material progress carries with it an immense danger. And how can we imagine social progress without a fair chance for all of an education that liberates each one, without the consolation of a culture in which each one can find his own happiness? UNESCO's very name indissolubly links the trinity of science, culture, and education. In a world from which science were missing, culture would again become subservient to magic, and education would decline into an automatic and tyrannical machine. On the other hand, in a world where progress depended solely upon science—where education lacked the influence of humanism, and culture was without warmth or vitality, where power would end by outgrowing the capacity of the mind that controlled it—the inventor would be merely the victim of his inventions. Vanquished by his own victories, conquered by his conquests, Man would no longer know how to choose.

Happily, humanity is under no compulsion to abdicate in order to continue its onward march. The peace we aspire to would be a poor pretense if we thought to build it upon the repudiation of science, the restriction of teaching, or the placing of culture in leading strings. UNESCO is fighting for a fellowship of freemen, a fellowship of human beings capable of full self-expression and genuine self-realization.

"But it is not enough to merely realize how freedom has been won. Essential also is it that we be ever alert to all threats to that freedom."

EISENHOWER

UNITE OR PERISH!

HAROLD C. UREY, University of Chicago, Atomic Scientist, believes World Government must come, by conquest or consent.

"FOR the next half century, there is no use for atomic energy except for war," solemnly states Harold C. Urey, Nobel Prize winner and one of seven top men on the atomic bomb project during the past war. Its only peacetime use, he thinks, is probably as a source of heat, and it has been estimated this would reduce heating costs in New York City by only about 10 percent.



Splitting the atom is one of three twentieth century discoveries that have important social implications, comments Dr. Urey, distinguished professor of chemistry in the Institute of Nuclear Studies at the University of Chicago. He names the airplane and radio as the other two. The airplane, he states, is as fundamental as the wheel for land travel and as the boat for water transportation. The radio enables us to speak at great distances, and atomic energy has replaced previous chemical changes.

World government must come

These significant developments in transportation and communication have brought the masses closer together. "But what happens," asks Dr. Urey, "when you bring people into contact with each other?" They begin to quarrel—for man is a quarrelsome animal. They engage in war, and the atomic bomb is a superb weapon for mass destruction. Thus the airplane, radio, and the atomic bomb are used effectively in this quarreling.

But we need not have war, believes Dr. Urey, a great exponent of world government. "World government will come—and that most certainly by conquest," he declares. Emphatically he states, "A world government by consent is my hope, and for that I will work."

You can't bring into a world government groups of people with as different political views as those of Russia and the western world, he continues. One believes that the state has predomi-

nance, while the other considers the people most important. Eastern tyranny can destroy democracy, or the West can overcome the tyranny of the East.

Dr. Urey fears the eastern ideology. Russia now has dipped down into eastern Europe, and while the people are dissatisfied, it is an undisputed fact that the Red government controls these countries. If Russia wins out in conquest and controls the weapon of atomic energy, the people of the world might likewise be dissatisfied, but they might get used to it. As a result of this conquest, however it may come, the scientist foresees a century of unrest.

Since either the tyrannical form of government will win out or democracy will survive, we must make the West strong, warns Dr. Urey. Then we will not need to attack anyone, and no one will need to attack us. Canada and the United States have no quarrels, for one is larger than the other. Likewise, the Dutch and English feud no more.

A democratic federal union of the United States, England, France, Germany, and the Scandinavian countries could become so powerful, Dr. Urey believes, that there would be no fear of Russia. Russia's present satellites might become so dissatisfied as to cause Russia a real problem.

We must develop understanding

"We must develop understanding before we can set up a world government," says Dr. Urey. "This should be done by every means at our disposal." He suggests that more common school education is needed in all countries, teaching all the people to read and write in their own language.

UNESCO has a most important job to do in bringing about the complete understanding of all peoples. UNESCO's task is to create a community of interest and to decrease suspicion, says Dr. Urey, who is a member of the National Commission for UNESCO.

In working toward understanding the United States will have to lead, but we will have to do some housecleaning first. How difficult it is to get money to tell the world the views of the United States through the "Voice of America," points out Dr. Urey, and yet how curious that we spend so much on war, and more in tracking down Communists in the current spy hysteria! In international affairs, he asserts, we act like a crabby, petty old man, which is bad advertising for the United States.

"The increasing inability of hundreds of communities, because of the growing school population, to provide adequately for the individual care of their children is cause for national alarm."

A REPORT TO THE PROFESSION

By WILLARD E. GIVENS,
NEA Executive Secretary

AT CURRENT costs of building it will take at least \$10 billion in the next ten years to put decent roofs over the heads of our school population. This total includes expenditure to compensate for long periods of inactivity in school construction and to provide housing for an expanding educational program.

The value of the school plant more than doubled in the American school systems between 1920 and 1930. It would have been the part of wisdom to continue school construction at a rate commensurate with the increasing enrollments. Nothing like this happened. Our national economy was affected by a serious depression. Few school buildings were erected because money for construction purposes was not available. When we were eventually involved in World War II, both money and materials were dedicated to maintaining the battle lines. Skyrocketing prices at the war's close deterred the thrifty from extensive building programs.

As a consequence, we now find that a fifth of our school buildings in city-school systems are from fifty to eighty years old. Sixteen percent of our city children attend school in buildings erected prior to 1900.

Many districts are making an effort to provide the needed housing. A total of 12,559 classrooms were under construction this year and ready for occupancy in September. This is estimated to be about one-third the number needed next year. Construction must continue at a comparable rate thruout the decade immediately ahead, and will result in heavy expenditure for capital outlay.

As the century began, there were

few school buildings of concrete and steel. Disastrous school fires have occasionally lighted the way toward fireproof or "slow-burning" types of school construction. Offices, laboratories, libraries, auditoriums, gymnasiums, clinics, and scores of special building provisions for auxiliary school services have taken their places in school plants that would have been mostly halls and classrooms a half century ago.

Textbooks and instructional supplies demand a larger proportion of the school budget as they meet the needs of better teaching, and as more and more communities approach the ideal of free public education in purchasing textbooks, pencils and paper, and in providing such aids to learning as films, projectors, radio and laboratory apparatus demanded for preparation to live in an increasingly technical and scientific world.

In 1900, a little more than \$3 million bought all the textbooks and instructional supplies which the public schools furnished to pupils. In dollars of the same purchasing power, the expenditure for this purpose had increased to more than \$85 million in 1950.

While better school construction, better equipment, and more efficient instructional supplies have brought a higher grade of schooling to millions of children in the past fifty years, there are today in hundreds of communities an astonishing lack of these important provisions for safety, welfare, and better learning conditions. There can be little equalization of opportunity unless the tools of teaching and learning are available in all schools.

Financing our schools

The amount of money spent for education will be determined not only by the number of children served and the



standard of service rendered, but also by the value of the dollar.

Today it takes about \$1.65 to purchase what \$1 would have bought in 1939. A sound policy of financing education cannot ignore the fluctuating buying power of money when the changes in dollar value are pronounced and long-continued. These changing values affect both capital outlay and month by month operating costs. This factor in expenditures is well-recognized, but it is sometimes forgotten completely by those who point with pride to the higher teacher salary schedules and the recently increased state aid in force in many communities. It is also true that in many cases where citizens have responded generously to appeals for additional support for schools the funds have enabled the schools only "to keep where they were."

Comparative costs

The combined effect of an enormously expanding enterprise and the declining value of the dollar may be seen in the comparison of educational costs at the beginning of the century with expenditures today. In 1900 the total capital and current expenditures for public schools, in the value of dollars of that year, was \$214,964,618. In 1950, the total expenditure for the same purpose is estimated at \$4,600,000 in 1950 dollar value. In the value of the 1900 dollar, this cost would be \$1,565,158,217.

Another measure of the increased cost of education in the first half of the century may be noted in the cost per pupil in average daily attendance. This calculation shows how much more we pay for schools in 1950 than we did in 1900 because of the higher quality of education offered. In current dollars, the cost of operating the schools per pupil in attendance has risen from \$16.88 to \$185. If we could have paid in 1950 for the improved quality of education in dollars which would purchase as much as the dollar would buy in 1900, the cost per pupil would have been only \$62.95. (See chart.)

EXPENDITURES PER PUPIL IN AVERAGE DAILY ATTENDANCE FOR CURRENT OPERATION OF SCHOOLS DURING THE FIRST HALF OF THE TWENTIETH CENTURY

Year	In Current Dollars	In 1900 Dollars
1900	\$ 16.88	\$16.88
1910	27.77	23.28
1920	54.65	21.74
1930	86.70	41.38
1940	88.09	50.11
1950	185.00	62.95

IS THE CONSTITUTION OF THE schools such as to permit them to function as instruments for the improvement of society? The answer, you will say, depends upon whether society has improved over the last few hundred years, and, if so, whether the public schools have contributed to this advancement in any significant way.

The school is an instrument of the state, an instrument of what Rousseau called the general will of the people. It teaches the necessary social skills, transmits those parts of the cultural heritage thought significant, and attempts to induce social attitudes deemed proper. Beyond this it cannot go, or can go only a little way. Presently it receives the word of caution or the mandate of conformity. The school cannot teach communism, or race tolerance, or anything else much beyond public opinion. The initiative lies outside the sphere of the school, whether in a public consensus or in the minds of social leaders. The school may serve as an instrument of enlightenment or of indoctrination, but the message is not its own. Unlike the university or press or church it is not free.

If you like theory, you will of course demur. You will say the curriculum is select and refined, that it represents the best in a society. The teachers, you will say, are also select and refined. The net result ought therefore to be a continuous promotion of the good and a continuous suppression of the bad.

Against this argument it may be contended that curriculum makers are not all Solons or Platos or Froebels. Each in his ignorance or prejudice or enthusiasm has his own vision of the good life, and of this strange mixture education is made. Similarly, not all teachers are equipped as social reformers, and indeed few of them aspire to that role. To this add that the school traditionally has been conservative, frequently laggard, and has required periodic awakenings to keep it even abreast of social change.

Then again the school's work is effective only if social institutions exist to reinforce and sustain its efforts. Rousseau, in attacking the society of his time, was in fact attacking its institutions—aristocracy, entrenched privilege, the economic system, and the like. Against their corruption he urged the purity of the natural man: a dubious argument but none the less effective. What he was sure about was that a bad society corrupts even the most innocent. We can be sure of that too. Unless our modern institutions are honest and just and wholesome the school labors in vain.

Humanizing children

To this constitutional limitation of

CAN SCHOOLS

IMPROVE SOCIETY?

By H. E. SMITH, Dean, Faculty of Education,
University of Alberta

the school as an instrument of social reform, there must be added the limitations imposed by the raw material with which it works. I refer to the pupils. The original nature of man has for nearly two thousand years in Western tradition been accounted bad. St. Augustine, Calvin, and Luther preached the doctrine of total depravity, the "conceived in iniquity, born in sin" sort of thing. In himself man was abject, the victim of his natural lusts, helpless and hopeless. Through grace alone could salvation be found. Rousseau and Froebel thought otherwise, and their disciples have gone on from there to affirm the essential purity and goodness of the newborn child. Freud injected something of a sour note into this chorus of praise, but the dissonance has not been much noticed.

Actually it appears that the child is born with egoistic impulses ready for action. But society at once takes him in hand and by blows or caresses, by force or cajolery or example, as the case may be, induces a measure of altruism. The institutions of home, neighborhood, church, and school give him comfort and security in return for conformity. Some would say his egoism merely softens and learns to find socially acceptable expression. Be that as it may, there emerge the finest flowers of character as Socrates, Paul,

Spinoza, and innumerable others, down to the most inhuman specimens as Judas, Nero, or Hitler. Social cohesion inclines most individuals to a degree of altruism, but paraphrasing a sentence from the late Professor Elton Mayo of Harvard, "they relapse upon self-interest when social association fails them."

In short, the energies of the school are absorbed largely in transforming non-human organisms into human beings. Its concern is to individualize and to socialize. As instruments it uses the elements of the curriculum. By Grade 9 its product is barely ready to make its way in society. Grade 12 is better. Then at commencement exercises it is announced that education has only begun. Some years of further education will be required to insure the possession of truly human attributes. With its resources so expanded, and expended year by year with no hope of better raw material, how can the school hope to improve society? Even now it calls to parent-teacher associations, to citizens' committees, and the like for help in its never-ending task.

To these internal limitations of the school we must add external forces antipathetic to its highest purposes. Nationalism, commercialism in various forms, and even intellectualism as embodied in science run counter to the professed aims of education. This is especially true of the modern world. The school supports the ideal of universal peace, Christian brotherhood, cooperation, simple living, and high thinking. From these it is a far cry to the actualities of commerce, nationalism, and much of applied science.

Enemies of education

In commerce the acknowledged motive is obviously profit, and its slogans are rugged individualism, competition, caveat emptor, and business survival. Of late years it is moving away from free competition to monopolies, cartels, price fixing, and lobbying. Its advertising appeals to fear or sex or personal and family rivalry. Such practices the schools may condone but seldom praise.

The free press, once the bulwark (Can Schools?—page 36)



"And what do I win if I can answer the question correctly?"

DEAN M. SCHWEICKHARD
Commissioner, Minnesota Department of Education, presents

SOUND RECORDING TAPE

In Minnesota Schools

DURING the last two years the state education department of Minnesota has been encouraging the use of the newest of recording media—magnetic sound recording tape—to enhance the education of thousands of students.

Currently, one out of four high schools in the state has tape recording equipment and many have more than one recorder. Some have begun building libraries of reels of tape for use in practically every course offered. It is hoped that within the next few years all of Minnesota's public schools will make tape recording equipment available in audio and visual training programs, for surveys indicate that school officials and teachers want these in addition to other types of equipment in audio-visual education.

Immediately the question comes to mind, how does magnetic sound tape fit into daily classroom work? These are the three outstanding merits of sound recording tape: it helps the individual student in evaluating his progress; it creates greater interest; and, it adds a human interest, or dramatic touch in learning.

A remarkable feature of the tape is that it can be erased and recorded thousands of times. This feature has enabled our schools to use tape economically in a wide variety of courses during the past year.

Recorders of the type most common in Minnesota classrooms cost between \$125 and \$350. The sound tape retails at \$3.50 for a 1200-foot reel which plays 30 minutes. Since the tape can be replayed repeatedly, or erased and re-recorded over and over again, its cost per recording is negligible.

Laboratory tests show that even after literally hundreds of replays and erasings, the tape still retains its high fidelity.

How tape recorder is used

In music: the recorder is used by soloists, duets, trios and sextets of a band, for both practice and to record "progress" sessions.

In speech: the tape is used at the beginning of the semester to record a two-minute speech by a pupil. At mid-semester and at the end of the semester additional recordings are made, and the student's progress is evaluated by listening to all three re-

cordings. This is one of many uses in speech training—others include the recording and immediate playback of roundtable discussions, interpretative readings and similar exercises.

In language: the recorder enables students to hear themselves and find their own flaws, and to enable the instructor to play back the student's rendition and to point out flaws while the student listens.

In social studies: a "roundtable" discussion by pupils in the class can be recorded, and played back to simulate a radio program, greatly enhancing interest.

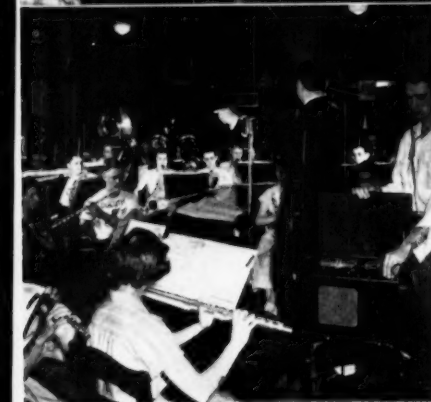
In science: tape recording has given scientific movies, slides, even filmstrips added color and interest. Teachers record their comments to play simultaneously with those visual aids.

In commercial studies: the recorder can be used to record dictation by the shorthand instructor. This gives the instructor a chance to watch her students' techniques. It also is valuable in speed tests in order (1) to provide a record of exactly what was said and what speed was used, and (2) to enable an absent student to take exactly the same test at a subsequent date. Also, recordings of men's voices are brought to the class. Because most shorthand graduates will be taking dictation from men, they become familiar with different types of male voices. The men read from regular shorthand training books and from other material, making the recordings at their convenience.

Still another use for the tape recorder is in connection with radio, an instructional tool of great potential worth. In practical application to date, however, radio has been limited because materials have been difficult for the teacher to use for reasons of time restrictions on broadcasts and sources of supply for transcriptions. Magnetic tape recording provides a possible answer to the problem, by "adapting radio to tape". In other words, radio cannot be controlled. But tape can.

Central High School at Duluth, Minnesota, is conducting one of the outstanding audio programs in the state in recording radio programs for use in the classroom.

A group of 10 boys at the school, known as "sound system operators", do all the recording and playback work. Because the school has a central



sound system and many facilities for audio aids, the program is quite comprehensive.

Teachers who want special programs recorded for use in their courses make out request cards and turn them over to the "sound operators".

A sound operator takes the assignment. When the broadcast is ready to be aired, the operator plugs the sound record into the console and tapes the entire program. Then he plays it back, edits out the station breaks and other material not needed for class use.

When the tape is needed in class a sound operator handles the equipment, thus assuring proper presentation. Teachers at the school have commented that this service is invaluable in their instruction.

Schools do not have to rely solely on network stations for educational programs. In the state, the University of Minnesota's radio station KUOM last year offered 350 programs designed for classroom use in both elementary and high schools.

In the future the state education department hopes to see a central library established for the systematic distribution of tape transcriptions of radio programs—so that schools can take even greater advantage of this recording medium.

EDUCATION Must Be MOBILIZED

TO WIN THE WAR now being waged against the "ideas and ideals of democracy" the president of the American Association of Colleges for Teacher Education advocated that "competent young people be conscripted for the teaching service and if necessary trained at public expense and assigned to critical positions in the classrooms if personnel shortages develop."

Executives from 150 of the nation's colleges, who came from all parts of the United States to attend a conference at the University of Wisconsin called by the American Association of Colleges for Teacher Education (AACTE), outlined a three-point program for the mobilizing of teacher education for national security.

To avoid repetition of mistake

Dr. John G. Flowers, president of Southwest Texas State Teachers College, San Marcos, and head of AACTE, said "the United States should not repeat the World War II mistake of allowing the schools to become so depleted of competently trained personnel that our children suffer."

In order "to instruct properly the youth of the land" the college officers said they "would advocate that the necessary priorities in material and manpower be established, even to the point of assigning from armed service enrollees enough competent youth . . . to keep strong and vigorous the education of teachers."

College executives outline plans

To help meet the immediate threat to national security, the AACTE listed three resources which teacher education institutions are uniquely well qualified to provide:

1. Specialized staffs whose skill and experience could be used in the preparation of education officers and teachers for the armed services, for war production workers, and for civilian defense programs.

2. Means of making clear to youth and adults the role of the United Nations in the present conflict, and what democracy stands for in the continuing struggle of ideologies.

3. Physical plants and other facilities for specialized training programs for which higher education facilities are needed.

Looking beyond immediate needs, Dr. Flowers outlined the association's long-range program for national security.

BEATITUDES OF A LEADER

BLESSED is the leader who has not sought the high places, but who has been drafted into service because of his ability and willingness to serve.

BLESSED is the leader who knows where he is going, why he is going, and how to get there.

BLESSED is the leader who knows no discouragement, who presents no alibi.

BLESSED is the leader who knows how to lead without being dictatorial; true leaders are humble.

BLESSED is the leader who seeks for the best for those he serves.

BLESSED is the leader who leads for the good of the most concerned, and not for the personal gratification of his own ideas.

BLESSED is the leader who develops leaders while leading.

BLESSED is the leader who marches with the group, interprets correctly the signs on the pathway that leads to success.

BLESSED is the leader who has his head in the clouds but his feet on the ground.

BLESSED is the leader who considers leadership an opportunity for service.

Author Unknown

A strong program of education

"The schools," he declared, "must be a stabilizing force for children and youth in a world torn by conflicting ideologies. Unlike World War II, the present emergency day by day shapes up as the beginning of a long period of international tension.

"In this struggle the school must be geared to keep a strong program of education in operation at all levels. We, as a nation, cannot afford to develop critical shortages of trained leaders in any area—social, political, scientific, moral, economic, or military.

"The nation cannot afford to let highly trained teachers in areas of shortage go into the armed services or industrial jobs which can possibly be filled otherwise.

"Total mobilization of our resources to get their best use dictates that shifting of such personnel from the field of education is not in the immediate or long range best interests of the nation.

"A strong school system manned by competent teachers must be maintained if this country is to survive as a democratic nation."

University of Arizona

TUCSON

COMMITTEE ON SCHOLARSHIPS AND AWARDS

December, 1950

Memo to: Arizona Parents

Subject: University of Arizona Scholarships

The University of Arizona feels keenly its responsibility to offer the children of our State the best college-level education available; and it is our heartfelt desire to assist your sons and daughters to avail themselves of the opportunities provided.

Largely through private philanthropy we have been able to build up a number of worthwhile scholarships open to graduates of Arizona high schools; in fact, their cash values run from \$100 to as high as \$1,200 per year.

This year there are 330 students at the University of Arizona who hold academic scholarships, the value of which approximates \$100,000. Every county and almost all of the civic communities of the State are represented. No academic field of the University's curricula is overlooked in the distribution of the aid-to-study funds.

We should like to suggest, if you have a young high school senior in your family who has made an outstanding success in his high school work, that you urge him to see his school Principal and obtain a scholarship application blank. His inquiries about the university scholarships can be answered by the Principal.

The University of Arizona hopes, through its scholarship program, to reach the point where no able high school graduate in Arizona is denied a college education due to lack of funds.

Assuring you of our continuing interest in aiding the sons and daughters of Arizonans to obtain a college education, we are

Sincerely,

COMMITTEE ON SCHOLARSHIPS AND AWARDS

DREAM OF THREE YEARS

REALIZED AT LAST

ON THE EVENING OF MARCH 17th, 1950, guests invited to the reception and open house at Sunnyside School's Home Management House, the "little home at school", viewed the realization of a dream. Ever since the fall of 1947, when a battered, dirty W.A.A. building was delivered to the school grounds, parents, teachers, school board members, and teenage boys and girls have worked in many ways towards one end: the making of the surplus building into a practice home and classroom where girls could learn to be experts in all phases of homemaking.

After the building was settled on a firm foundation, work of the most elemental type was begun. Calls went out to the community for volunteers—volunteers willing to scrub greasy floors, scrape paint, tear out old partitions, do plumbing, and clean windows. Volunteer crews worked on weekends. Committees of P. T. A. ladies served delicious, hot lunches. Such spectacles as the school principal serving ice water to a working parent, while teachers cooked hamburgers, and school board members shouted from the top of the roof for more nails, were common. Jokes were cracked. Strangers became friends. One man claimed he came back just to get another serving of lemon meringue pie, a specialty of one P. T. A. member. One father of several boys, but with no daughters, was asked why he was laboring so zealously. He said, "My boys will grow up and marry girls, won't they? I want those future daughters-in-law of mine to learn to be good housekeepers."

Levis and paint

Crews of levi-clad, paint spattered



girls became a common sight around school. The junior high school girls studied the effects of various color schemes as applied to the small home, and chose pale apple green for the walls of the sewing and lecture room. One half of the building was to be the "home", a three-room and bath affair. The kitchen was to be red and white, the living room grey-green, and the bedroom peach and aqua. Methods of painting were taken up. In spite of all the teasing the girls came in for, and the remarks about their having more paint on themselves than on the walls, the lovely color scheme emerged. Soon the jokes turned to offers of jobs to do some painting at home. The school board included in the yearly budget funds for buying an electric range, a refrigerator, sink, and hot water heater. Sewing equipment and supply cupboards were installed in the bright, sunny classroom.

Ways and means

By this time, a Ways and Means Committee of the Sunnyside P. T. A. was formed to find a way of furnishing and equipping the practice home. Headed by Mrs. Sidney Nielsen, the early committee was comprised of Mrs. Hulda Schuch, Mrs. Inez Johnson, Mrs. Delia F. Turner, and Mrs. Sidney Nielsen. This year it has several more members: Mrs. Ben Fidler, Mrs. Agnes McKale, and Mrs. A. D. Anderson. Mrs. Nielsen, a former resident of New York state, with a background of nursing and homemaking, fired everyone she contacted with her own enthusiasm for the project. Incidentally, Mrs. Nielsen is the mother of two small, but active boys, and has no daughters. She found that very few people are insensitive to the need of training girls in all phases of homemaking. Canvassing Tucson merchants for donations, she was surprised to find astute business men heartily in favor of girls learning to paint, upholster, clean, cook, sew, and to establish happy relations with members of their families and with the community. She discovered that the teaching of practical things in school made sense to these men. Donations of kitchen equipment, upholstery and drapery material, paint, furniture, and knickknacks kept coming in from business houses.

A real challenge was met by the girls and their teacher when a set of



Practical Learning

furniture for the living room was donated. The set was stripped to the frame, and completely refinished and re-upholstered. Classes were taken to the shop of a professional upholsterer to learn the methods of tying springs, applying padding, and tacking webbing. Visitors to the open house will find an artistically furnished living room that would do credit to any home. The girls refinished the floors, with the help of boys in the manual training classes of the school. They planned and made a lovely, feminine dressing table with matching spread and curtains for the bedroom.

This thing called money

Needing more funds, the ninth grade girls last year put on a play, which netted seventy-five dollars. They purchased three end tables, a coffee table, a set of dishes, silverware, and a green leather chair. Many of last year's graduates are now pursuing their studies in Tucson High School. A few are married. All were invited to the reception.

Classes in homemaking at Sunnyside are stimulating and practical. The three year course for seventh, eighth, and ninth grade girls includes sewing, costume selection, good grooming, cooking, nutrition, interior decoration, and actual "housekeeping", which takes up cleaning techniques, dish washing, repairing and refinishing furniture, table setting, serving, and flower arrangement. Daily, the little house is cleaned and dusted by revolving crews of girls. Learning is by "doing". Problems are met and solved as they arise, providing training forever useful to these homemakers of the future.

In the receiving line on the evening of March 17th were members of the P. T. A. Ways and Means Committee. Assisting in the serving were girls of this year's ninth grade homemaking classes. Among invited guests were Sunnyside's school board members, their wives, the school's teachers, city

(Dream Realized—page 36)



American Universal Desk No. 434

Embodies the results of years of scientific research. Comfortable cradleform seat swivels 15° either way, has deep-curved back and self-adjusting lower rail. Rounded one-piece steel book-box is roomy and sanitary. Both seat and desk adjustable in height.



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In the fine-furniture class at school budget prices. Variety of sizes for kindergarten, elementary and high-school classroom, office and library use. Strong, sturdy, and durably lacquered.

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"It's News To Me"

These are announcements by the manufacturers of new products which we believe will be of professional interest to educators. This listing should not be construed as a recommendation by the editor. You will want to check and compare these items with others to be found in your school supply store. If unable to find the products desired, use the coupon below.

Micro-Lite is a new, lowpriced microscope illuminator. Compact and lightweight, uses an ordinary 40-watt lamp. Louvers on the top and bottom keep the temperature comfortably cool. The condensing lens is of the bull's eye type with one surface ground to provide evenly diffused illumination. An anti-glare shield protects the user's eyes from stray light.

Castolite is a thermosetting, transparent casting plastic. Can be worked without high temperatures, pressures or expensive equipment. Its classroom uses include hobby shop work, embedding an almost endless variety of objects, preserving them indefinitely in ordinary form, texture and color.

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Not so today! For now 6 tons of freight must go with each soldier sent overseas and another ton must be coming in every month to keep him in the field. And the great bulk of all this freight must be hauled to camp, port, and base by the railroads.

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During World War II, they hauled more than 90 per cent of all war freight and handled 97 per cent of all organized military travel. And don't forget that every day in the year railroads move freight equal to hauling 10 tons one mile for every man, woman and child in America.

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Director of Visual Education,
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(Films are 16 mm sound, black-and-white, "classroom-tested," and may be secured from local distributors. For those you are unable to locate, send the coupon below to Mrs. Pellett.)

Am I Trustworthy? (10 min. color also Coronet Films) The teen-ager's desire to be accepted by his group is used to stress importance of being a good leader when Eddie's Dad helps him see how to prove himself by keeping promises to do little things, by being fair, by doing a good job on his own, and by exerting his influence on others. Situations at home, at school, and with friends show trustworthiness with small details leading to greater responsibilities.

Une Famille Bretagne

La Familia Sanchez (10 min. each, Encyclopaedia Britannica Films) A story of a farm family in Brittany, with beginners' vocabulary in clearly enunciated well-paced French, and a similar film with Spanish narration, are effective language aids relating sounds of words and their pictures. The simple stories are easily followed, showing life at home, at school, on the farm in the village, following first lessons in the usual study of a new language. Pictures were recently filmed in France and Spain. Printed study guides give the sound track in English as well as in the native language, to see as you hear as you look, if you wish.

Office Etiquette (15 min. Encyclopaedia Britannica Films) Illustrates the effective lessons learned in first-year typing class with the success story of Joan Spencer, student-graduate, to Joan Spencer, personnel director. Do's and don'ts emphasize three comprehensive rules of office courtesy, with specific applications in typical office situations.

A Story of a Storm (10 min. color also, Coronet Films) Will we have picnic weather Saturday? Upper elementary and Junior high students may add their guesses to the weatherman's as they trace the pattern of a storm as shown in winds, clouds, and day-to-day weather. Film leads one to observe and organize meanings to gain beginning understanding of meteorology, a science with growing importance for modern living.

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Young America Films) Junior scientists see explained by actual photography, plus animated diagrams, how planes fly, and learn some of the principles of aerodynamics. They recognize newest jets, bombers, huge commercial transports, or neat private planes. Correlates with elementary and junior high science study.

Motivating the Class (19 min. McGraw-Hill Text Films Company) A student-teacher's first day with a math class and the lecture method leads to a closer observation of students' interests and attainment of goals with a change of instructional method toward participa-

tion in first-hand learning activities. Techniques and psychological principles applicable to all effective teaching are continued in three other related films to complete this series of five.

Human Beginnings (20 min. color, Eddie Albert thru Association Films) Six-year-olds in a child-centered school's activity program tell in words and pictures their impressions of human beginnings. Parents and teachers see in this film the far-reaching importance of a child's emotional life, coloring his interpretation of what goes on about him and influencing his value of himself and of his associates. The

film's examples of guidance by parents and teacher suggest attitudes for adult consideration.

Mrs. Dorothea Pellett
501 Lincoln, Topeka, Kansas

Please ask the producers to send me information as to where I may secure the following films:

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Subject Taught

School name

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Let us give thanks!

Dear Lord, how can we thank Thee half enough
For all Thy gifts to us this fruitful year!
For spring's bright promise gloriously fulfilled
This harvest-time; for these that are more dear
Than bread assured: all the sweet joys of life —
Home, work, love, friends — that gild the passing days;
And children's laughter on the evening air —
For all, dear Lord, we give Thee grateful praise.

But most of all, O God, we thank Thee for
Our cherished heritage of freedom. Here
Where men walk safely, surely; speak and pray
As each one wills, and freely, without fear,
Lord make us strong to hold and spread this boon!
From our abundance help the weak to raise
Their hearts and come to share our brotherhood,
And join with us in songs of thanks and praise!

MAUREEN MURDOCH



FLIGHT 101

(From page 11)

tured, shown movies and given opportunities to ask questions. Then we had conferences with governmental and political party leaders, met Ministry of Education personnel at receptions, had taken field trips to areas or plants that were receiving Marshall Plan aid, studied releases of home news put out by the embassies for their employees as well as translations of current newspaper editorials. (Seven out of eight papers are friendly toward American policy and the Marshall Plan.) We always heard about housing from our English-speaking guides, checked prices in shops, asked clerks about wages and rents, and occasionally spent evenings at the homes of "foreign" teachers or their friends. The plane hops from one country to another provided the only time available to catch up with *Time* magazine's over-seas edition.

Now to get really acquainted with the seat-mate. It's easy! She's an American girl employed at U. S. headquarters in Frankfurt. "Living in Frankfurt isn't as nice as living in Berlin. In Berlin the Americans all live together in one section of the city. We all got acquainted, knew each other. In Frankfurt we are scattered and after working hours rarely see people we can be friends with."

"There isn't much 'fraternization' then, so far as civilian employees are concerned?"

"No. The Germans are hard to get along with. As soon as you meet one—even girls employed at High COG—you have to assert yourself. It seems the moment you meet a German, or even when two Germans meet, it must be decided at once which is superior. After that, it is settled. And if the American doesn't assert himself over the German, he'll get walked on."

The hotel clerk of our battered accommodations in Frankfurt came rushing back to mind, his mustachios waxed, his brows glowering. American men he answered abruptly. An American woman like me could stand aside while

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he slowly recounted his stamps and envelopes. Waiters in the dining room would deliberately interrupt serving our table when German men entered. Then in grim indignation one day I recalled tone FZ 3 of my school teacher voice range. "Waiter! This service is entirely unsatisfactory! Where is the manager! I shall see him at once!" Within two seconds the atmosphere had changed; the German waiters had the manners of their French and Italian counterparts; the manager sighed with relief; the chef sent up a proper omelet; and **everybody** was happier, including the gruff old Prussian with the postage stamps. Apparently the word got around, for the next time we American women passed his desk, he smiled pleasantly, bowed slightly, and for an instant actually reminded us of the delightful Chancellor of the Goethe University who earlier that afternoon addressed the Flying Classroom with charming dignity in the scarred surroundings of his school, and when bidding us good-bye, kissed the ladies' hands in approved Hollywood style.

Kurt Schumacher, in concentration camps from 1933 to 1944, had pointed out that Germany has the most pronounced class differences in all Europe, comparable only to Italy's. School reformers had reported that parents bitterly opposed changes that would keep the children of professional and non-professional people together for an added two years—or through the equivalent of our sixth grade! Dr. Konrad Adenauer recalled something of this same attitude of German toward German when he touched upon the alarming problem of the 10,000,000 Germans expelled from other European countries at the end of the war. Their reception in the Fatherland was a hostile one.

How unlike the Finns are the Germans. 300,000 weary Karelians, ousted from their farm homes by terms of the bitter Russian treaty with Finland, had been welcomed into south-central area of their country with "You have lost your homes but not your homeland."

(Flight 101—page 27)

"As the profession grows in stature so will each individual teacher." NEA NEWS

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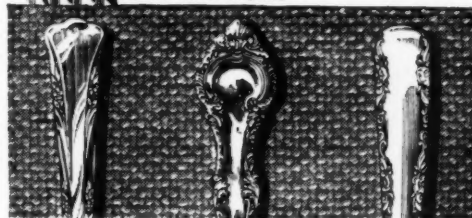


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GREYHOUND



FLIGHT 101

(From page 25)

Then the Finnish Parliament passed a painful resettlement measure that bought land from estates of over 800 acres and sold it on long term contracts to the Karelian farmers. Brave Finland, with Russian bases just twenty miles from Helsinki!

The twilight of Finland had been forboding but lovely last May, absorbing slanted rays through northern trees long after ten o'clock at night. What is it in Flight 101 so strangely reminiscent of northern Europe's long twilight? The lamp over the air hostess' tiny desk, perhaps, the only light burning in the plane as passengers doze or listen. And so, on and on, Flight 101, in a twilight like Europe's summer. What can be made clear in it?

Socialism? The term must be re-defined in America. Only two important countries remain strictly "free enterprise" democracies: United States and Canada. The social democracies of Europe, particularly the Scandinavian countries, have proved to their own satisfaction the wisdom of their adaptations. France would not de-nationalize her railroads, the most economically run in all Europe. The British by common consent of both Conservatives and Labourites agreed that only nationalization could save their coal mines—closed, as so many had been, for ten years. Conservative leaders insisted that they too, as well as Aneurin Bevan, supported fully the theory of "socialized" medicine, but felt that it, like the school reform measure of 1944, had been put into effect too hastily.

Twilight in Europe, in Flight 101. Things seen so dimly. Do we really want to turn on the lights? Will we make the necessary effort toward necessary understanding?

And suddenly the lights are on! We're coming down at Gander in Newfoundland, brief hours out of New York. At the coffee counter a newcomer guessed it and said, "You're a teacher, aren't you? I've been in Europe myself this year on exchange." We both understood, without too many words, waiting to board the plane again, how far the twilight extended. There wasn't much to say. But suddenly we knew it wasn't twilight—it was the slow northern dawn that enveloped us, and there was the morning star.

"The answer of course," we said together, "is Education."

"I would keep in mind that luck is really a marriage of preparation and opportunity."

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BY PATTY SUE LOCKHART, AGE 9, FIFTH GRADE

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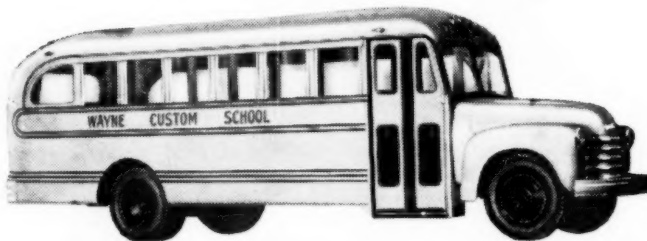
This issue contains many coupons that are ready to go to work for you when you drop them into the mail. A few pertinent offerings are listed in this column but you will find other excellent material by watching the advertising in every issue.

42b Set of six picture wall charts on railroad transportation. Each chart measures 22x34 inches (folded size 8½x11 inches) and is printed in color. Text and pictures tell the story. As an additional aid to the teacher, each chart contains on the back of the first fold suggestions for using the chart to teach a unit on the subject pictures. The chart titles are: "Going Places by Rail" "Railroads and the American Life" "How Railroads Serve" "Railroads & World Trade" "Railroads & Industry" "Railroads & the Community." Single sets free. (Association of American Railroads)

See next page

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- 43 **King Coal Quiz** is a fascinating new booklet which gives some surprising information on the coal industry and its relation to other industries. (Bituminous Coal Institute)
- 4B **Catalog No. 225** features a complete line of folding tables, including cafeteria and kindergarten tables. (The Monroe Company, Inc.)
- 22b **Aids to a Health and Nutrition Program** is a revised edition of a catalog listing the materials planned to meet in a practical way the needs of the academic teacher, the specialist, and the administrator, and suggesting effective ways to develop a community-school program in nutrition education.
- 31b **See All the World Here in America** Greyhound's newest wall mural. 8 feet long. Lithographed in full color. Shows 9 outstanding beautiful spots in America compared with similar spots in other parts of the world. Includes 4 lesson topics. One to a teacher. (Greyhound Lines)
- 11b **Catalog**, 32 - pages, illustration and describing Worktext, Workbooks and other instructional aids available for all elementary and high school subjects in the fields of mathematics, science, music, tests, reading, history, health, shopwork and many others. (The Steck Company)
- 13b **Schedule of Classes of the Kansas City Art Institute** is also something of a catalog in that detailed information is given to the school, the faculty and courses offered.
- 25b **Standard School Broadcast Teachers' Manual** is a guide to the music enjoyment broadcasts presented by the Standard Oil Company of California, to the schools of the Pacific West. The theme of the 23rd annual course is "Music and the American Family, 1750, 1950."



Reddy wishes all of you a merry, Merry Christmas; and offers you, for thought this Yule. His olden Golden Rule. "Remember this, we'll prove its worth," writes Reddy with his pen. "We'll only have our Peace on Earth, if we can have, Goodwill toward Men."



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The SIGNIFICANCE of

SCHOOL BOARD ASSOCIATIONS

By **EDWARD M. TUTTLE**,
Executive Secretary of the
National Association of
School Trustees

THERE WAS GENERAL SURPRISE at the last meeting of the American Association of School Administrators in Atlantic City when it was discovered how many school board members were in attendance with their superintendents. The presence of so many members of boards of education was said by some to be the most important development of the 1950 A. A. S. A. Convention. What was its significance?

School boards hold unique position

Local school boards are distinctly an American invention, and are a very real factor in our process of democratic government. While constituted under state law, boards are nevertheless selected locally and function directly in the interests of their home communities. Through them the public school more closely reflects the im-

mediate will of the people than does any other element of government. That such a condition exists in the field of universal public education is at once the safeguard of our democratic way of life and the greatest insurance we have for its perpetuation.

With a few inevitable exceptions, members of school boards the nation over represent the highest type of citizenry. It is a distinction for any man or woman to be chosen by his fellow citizens to direct the affairs of the public schools. Qualities of personal integrity, achievement of success in life, leadership to the community, faith in the American system of education, and devotion to public service are among the requirements sought in nominees for the school board.

The growing interest in school board associations

By the very nature of its responsibilities, a local school board is prone to operate much unto itself. But leaders have pointed out that no board can render its best service in isolation. In proportion as the views of its members are extended they will do a more effective job for their particular community.

To secure this extension of knowledge and understanding, associations of school boards have been formed in most of the states, and soon will be found in all. A few of them go back a good many years—Pennsylvania to 1896, New Jersey and Illinois to 1913, Kansas to 1918, Nebraska and New York to 1919. But a great many of them have been organized in the last ten or fifteen years, and only since the war have more than a half dozen attained any large measure of accomplishment and influence.

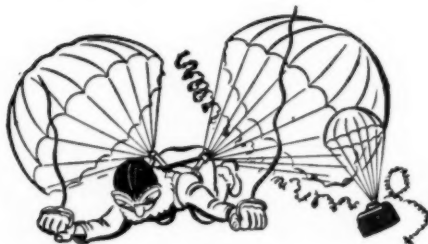
Today, however, there is a tremendous and almost universal upsurge of interest in school board associations and the contribution they may make to public education in America. This is in part a reflection of the general concern over the present critical condition of our public schools, and in part a growing recognition that in association there will be found strength for more effective service.

How a state association functions

In an ideal situation, every local school board in a state is a member of the state association. There are some states where this condition exists.

Usually a graduated schedule of dues

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to the state association is adopted, based on the size of each school board's jurisdiction as determined by the number of teachers employed, the number of pupils enrolled, the total assessed valuation, the total population, or some other factor. In at least one case, however, that of Louisiana, dues of \$200 per year are uniform for all 67 districts. Elsewhere, dues vary from \$5 or \$10 to as much as \$250 per district per year. The object should be to secure a budget for the state association adequate to its effective service. This requires a minimum of \$12,000 to \$15,000, and some state associations have proved the legitimate use of two or three times these amounts in service to their memberships.

Having an adequate budget, a state association establishes a headquarters office, usually in the capital of the state, where cooperation with the state educational authority and with other statewide organizations will be easiest. It employs a full-time paid executive secretary, qualified by character, ability, and experience to carry on the work of the association. It develops some kind of a regular publication—Journal or News Letter or Bulletin—to keep the membership in close touch with local, state, and national activities affecting the public schools and the work of school boards. It conducts at least one statewide meeting annually, and often a number of regional meetings, for in some states there are regional or even county divisions of the state association. It affiliates with the National School Boards Association, so that it may have knowledge of what other state associations are doing and of significant trends in public education, nationwide.

The time is now

It is high time that the people of America should be waking to the critical situation in their public schools. For years during the depression and the war, schools carried on with a minimum of attention or concern by the public at large. It was taken for granted that the schools were getting along all right. A few of them were, but most of them were not, and only recently have we begun to understand that the investment of 2 per cent of our national income in public elementary and secondary education is not enough to insure the future of our great and beloved country. No business could exist, let alone prosper, which devoted but 2 per cent of its income to provision for its future. How, then, can we expect to safeguard the nation on any such basis?

Our sights concerning public education need greatly to be lifted, and

(School Boards, page 32)



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SCHOOL BOARDS

(From page 31)

there are many encouraging signs that this is in process of realization. As a whole the teaching profession knows much better how to conduct the schools with the greatest educational effectiveness than in most places it is permitted to do by reason of the support it receives. Lack of adequate provision over a long series of years and a tremendous rising flood of children almost ready to knock on the schoolhouse doors have finally accented the desperate shortage of qualified teachers, especially on the elementary level, the need for more classrooms and better equipment, and for many types of special services to individual children that we now know would be the best kind of investment in our future citizenry. It is probably safe to say that every dollar spent in improving our system of public education will save two dollars in time to come that would otherwise have to be spent on physically and mentally inadequate citizens caught in a mesh of crime, delinquency, and inability to cope with life because of a lack of proper adjustment in childhood and youth.

Yes, the time is now, and one of the encouraging signs of better days ahead for our schools is the increasing vigor of associations of school boards and the cooperation and service they are rapidly learning to render not only to their own membership, but to the educational profession and to the country at large.

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Week of January 26
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MEANS AND ENDS

(From page 5)

Once such an organization of people launches out into a campaign for change which is opposed by powerful, articulate and unscrupulous interests, the membership of the organization must be aware that it faces the possibility of costly failure and public misunderstanding and hostility.

But for the membership to become disillusioned and cynical through failure to the extent that the organization loses faith in organization, it accomplishes the weakness which its enemies have hoped for and will fully exploit.

Unpopped CORN

A little boy at school for the first time was sobbing bitterly.

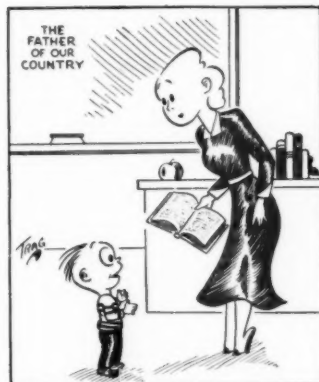
"What's the matter, Willy?" asked the teacher.

"I don't like school and I have to stay here until I'm 14," wailed the lad.

"Don't let that worry you," said the teacher. "I have to stay here until I'm 65."—United Mine Workers Journal.

God can use a dull tool; but a keen one would do better work.

Author unknown



"If George Washington was so honest, how come the banks are all closed on his birthday?"

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is Charles J. Ahern

An ARIZONA Student To Europe?

The following letter is self-explanatory and we hope you will give it careful consideration.

1218 West Monroe Street
Phoenix, Arizona
August 22, 1950

Mrs. Faith North
1133 West Willetta Street
Phoenix, Arizona

Dear Mrs. North,

As you were the one who presented the plan for raising money to send an Arizona student to Europe for a summer of study to the County Parent Teachers' Groups, may I take this opportunity to request that you publish this letter in the Arizona Teacher-Parent Magazine. We want all of the contributing groups to know that the funds have been deposited in a separate section of the account of the American Association of University Women, and that an itemized list of contributions is on file with our treasurer.

We did not reach our goal this year, but we think that with renewed efforts this fall and winter we can contact the colleges in the early spring for applicants.

It was very gratifying to the committee to learn of the interest of these organizations, and as Chairman of the International Relations Committee of A. A. U. W., may I express our thanks.

Sincerely,

Signed/ Lettie R. Metcalf
Lettie R. Metcalf

The movement referred to above was the outgrowth of a desire to assist an Arizona student in securing research material for upper division or graduate study. Approximately ten organizations collaborated in the plans. By traveling on The Youth Argosy Plan basic costs are lowered to approximately \$600. Interested clubs and individuals may contribute this fall.

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CALENDAR of EVENTS

December 27-30: Annual Winter Meeting, National Science Teachers Association, Cleveland.

January 19-20: Regional Conference on Teacher Education and Professional Standards, Phoenix, Arizona.

February 10-14: Annual Convention of the National Association for Secondary School Principals, New York City.

February 10-15: Annual Meeting, Association for Supervision and Curriculum Development, Detroit.

February 17-22: Annual Convention, American Association for School Administrators, Atlantic City. Pre-convention meetings: Aviation Education, Kappa Delta Pi, National School Boards, School Secretaries, National Citizens Commission for Public Schools.

February 19-21: NEA Department of Audio-Visual Instruction, Atlantic City.

February 19: Winter Meeting, National School Public Relations Association, Atlantic City.

February 19-21: Winter Meeting, NEA Department of Elementary School Principals, Atlantic City.

February 19-21: Annual Conference, Department of Rural Education, Atlantic City.

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FREE LIFE MEMBERSHIP

CAN SCHOOLS?

(From page 15)

of a people's freedom, disseminator of news and considered opinion, has become big business competing for readers. Where competition is keen, the only holds barred are those of government proscription. Motives to which appeal is made are the very ones the school aims to refine or transmute. Legislators are game for exposure and insult; movie stars for exposure of another sort and adulation. Fortunately, these strictures apply in toto only to relatively few publications, but unfortunately those very publications are the most popular. It may be the schools are failing to inculcate refinement and good taste, but whatever the case they labor against heavy odds.

Science offends chiefly in its glamour. It dominates our lives to the prejudice of the fine arts. It makes us recipients rather than creators.

What is school's role?

What I am contending is that the school is badly cast in the role of social reformer. In the first instance it is itself an agent or instrument of the state. Its effectiveness is largely determined by the support it receives from other social institutions. Its energies are largely exhausted in bringing children from a state of nature to the stature of persons. And finally, it meets at every turn social forces dehumanizing in their effect.

The school should aim, I suggest, at something different. Its proper role is to produce personality in the sense upon which most of us would agree. The first ingredient is possession of the basic elements of our culture. The second is a vision of the generous, wholesome, and humane way of life and a disposition to attain to it. If the school can do something of this sort, society may safely be left to improve or reform itself.

DREAM REALIZED

(From page 19)

and county school superintendents, home economics teachers from the University, the high schools, and the state department of education, and the extension service. Invited also were the Tucson merchants and their wives who so generously helped the project with their best wishes and donations, and heads of the county's P. T. A. groups, and others.

The principal of Sunnyside is Mrs. Hulda Schuch, and Mrs. Inez Johnson is teacher of home economics. School board members are Mr. Ben Fidler, Mr. Louis Alaimo, and Mr. C. L. Tanner.

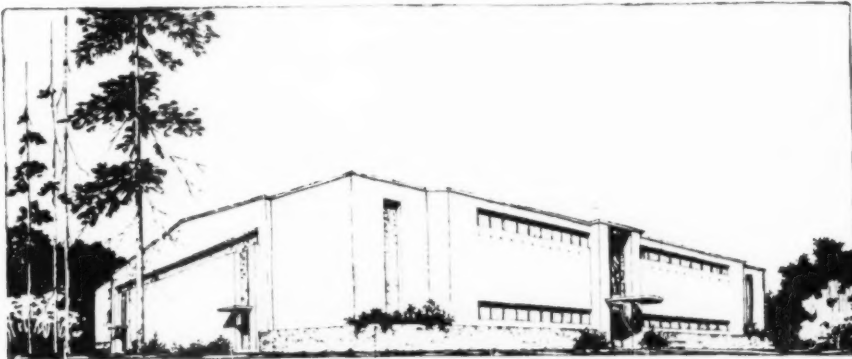
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